

University of Pennsylvania
History and Sociology of Science
Health and Societies
Spring 2005

HSOC/HSSC 112:

Public Health in Historical Perspective

MW 10-11 + Friday recitation
286-287 McNeil Building

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Course Description:

From bioterrorism to SARS to everyday threats such as the flu, citizens and governments look to public health experts for answers to thorny and frightening questions. Political, economic, legal, and ethical pressures are among the many factors that shape knowledge and policy in this area. This course examines the health of human populations and the science of improving it from the Renaissance to the present, with special attention to the processes by which the current landscape of expertise and policy took shape. Major themes of the course include institutional development, the role of the state, theories of disease causation, persuasion vs. coercion, and broad social reform vs. targeted technical interventions.

Requirements:

- attendance and active participation in all class and recitation discussions;
- completion of all assigned readings by the due date indicated on the syllabus;
- two in-class midterm exams;
- one group presentation (analysis of a significant policy or intervention in the history of public health);
- one short paper (6-8 pages), based on the oral presentation;
- one short quiz (during recitation, Week 14);
- one take-home final exam.

Two books are available for purchase at the Penn Book Center, 130 South 34th Street:

John Warner and Janet Tighe, eds., Major Problems in the History of American Medicine and Public Health

Norman Daniels, Bruce Kennedy, and Ichiro Kawachi, eds., Is Inequality Bad for Our Health?

A coursepack consisting of assigned readings is available at Campus Copy, 3907 Walnut Street. Course materials, including some additional resources that you may find useful, are also available on a Blackboard site <<http://courseweb.library.upenn.edu>>.

Grading:

Attendance and participation:	20%
First Midterm Exam:	12%
Second Midterm Exam:	12%
Final Quiz:	6%
Group Presentation:	15%
Paper:	20%
Take-Home Final Exam:	15%

Consistent effort and improvement will be weighted heavily in grading.

A general overview of grading standards:

A = outstanding, nearly flawless work; assignment(s) completed thoroughly; technically excellent; evidence of creativity and/or inspiration, deep contextual grasp of issues and connections among issues; and ability to synthesize individual elements into broader historical analysis.

B = good work; all aspects of assignment(s) completed thoroughly and competently; technically competent (though perhaps not perfect) in spelling, grammar, format, citations; presentation adequate; does not consistently show inspiration, creativity, deeper grasp of connections, interpretations, and/or synthesis among elements.

C = less than fully satisfactory work; assignment(s) not completed thoroughly or according to instructions; basic grasp of issues not always evident; more than occasional technical flaws.

D = basic work of course (or assignment) not done, little or no effort evident.

Academic Integrity

Academic dishonesty is one of the most serious offenses a student can commit. The College takes it extremely seriously, and so do we. The College's policy reads (in part) as follows:

Academic integrity is the core value of a university. It is only through the honest production and criticism of scholarship that we become educated and create knowledge. Admission to Penn signifies your entry into this community of scholars and your willingness to abide by our commonly agreed upon rules for the creation of knowledge.

Specifically, as members of this community, we are all expected to be honest about the nature of our academic work. Papers, examinations, oral reports, the results of laboratory experiments, and other academic assignments must be the product of individual endeavor, except when an instructor has specifically approved collaborative efforts. Multiple submissions of the same paper, except with the expressed approval of both instructors, are also unethical and a violation of academic integrity.

Academic work represents not only what we have learned about a subject but also how we have learned it. Therefore it is unethical and a violation of academic integrity to copy from the work of others or submit their work as one's own; all sources, including the sources of ideas, must be acknowledged and cited in ways appropriate to one's discipline. Electronic sources, such as found in the Internet or on the World Wide Web, must also be cited. These are the methods of scholars, adopted so that others may trace our footsteps, verify what we have learned, and build upon our work, and all members of the academic community are expected to meet these obligations of scholarship. There are many publications, such as the Chicago Manual of Style or the MLA Handbook for Writers of Research Papers (which has been placed in Rosengarten Reserve by the Honor Council), that provide information about methods of proper citation. **When in doubt, cite. Failure to acknowledge sources is plagiarism, regardless of intention.**

TOPICS AND ASSIGNED READINGS

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Jan. 10	Introduction and Overview	
Jan. 12	Plague and the Origins of Modern Public Health	coursepack: Rosenberg, "Explaining Epidemics"; Sigerist, "Civilization Against Disease"; <u>Major Problems:</u> 17-23
Jan. 17	<i>No Class</i>	<i>Martin Luther King Day</i>
Jan. 19	Hospitals, Confinement, and Charity	coursepack: Carmichael, "The Health Status of Florentines in the Fifteenth Century"; "Agreement Reached between the Grand Duchy of Tuscany and the Republic of Genoa, 1652"
Jan. 24	Epidemiological Methods Today	coursepack: Coleman, "Health and Hygiene in the <i>Encyclopédie</i> "
Jan. 26	Variolation and Vaccination	coursepack: Jenner, "An Inquiry into the Causes and Effects of the Variolae Vaccinae" <u>Major Problems:</u> 30-37
Jan. 31	Yellow Fever and Quarantine	<u>Major Problems:</u> 48-54
Feb. 2	Miasmatism and the Sanitary Movement	coursepack: Rosenberg, "Piety and Social Action"; Hamlin, "Could You Starve to Death in England in 1839?"
Feb. 7	The Terror of Cholera	coursepack: Evans, "Epidemics and Revolutions"; <u>Major Problems:</u> 127-30, 136-40, 149-57, 161-64

Feb. 9	New Investigative Methods: Measles and Typhus	coursepack: Virchow from <u>Collected Essays on Public Health and Epidemiology</u>
Feb. 14	<u>First Hourly Exam</u>	
Feb. 16	Civil War in the U.S. and the Sanitarians Triumphant	<u>Major Problems:</u> 165-76, 178-89
Feb. 21	Vaccination and Resistance	coursepack: Durbach, "They Might as Well Brand Us"; <u>Jacobson v. Massachusetts</u>
Feb. 23	The Bacteriological Revolution	<u>Major Problems:</u> 237--64
Feb. 28	The "New Public Health"	<u>Major Problems:</u> 213-15,224-32
March 2	Group Presentations	
March 4	Group Presentations in Recitation	
March 7-11	<u>Spring Break</u>	
March 14	Colonialism & Health	coursepack: Waite, "Public Health in Pre-Colonial East-Central Africa" <u>Major Problems:</u> 264-73
March 16	The McKeown Thesis and the Epidemiological Transition	coursepack: McKeown, <u>The Role of Medicine; American Journal of Public Health</u> forum on McKeown
March 21	The Beginnings of Global Public Health	coursepack: Cueto, "The Cycles of Eradication" <u>Major Problems:</u> 394-403

March 23	The Pellagra Puzzle and the Epidemiological Method	coursepack: 3 articles by Goldberger;
March 28	<u>Second Hourly Exam</u>	
March 30	The Steubenville Salmonella Mystery	coursepack: Kannel on Framingham study; Doll on tobacco and lung cancer
April 4	Heart Disease, Cancer, and Epidemiological Correlations	paper due
April 6	Race and Public Health: The Shadow of Tuskegee	coursepack: Fairchild and Bayer, "Uses and Abuses of Tuskegee" <u>Major Problems:</u> 390-94, 403-9
April 11	Tuberculosis and Coercion	coursepack: Fairchild and Oppenheimer, "Public Health Nihilism vs. Pragmatism"
April 13	AIDS and the Threat of "Emerging Diseases"	<u>Major Problems:</u> 467-9, 481-85, 489-98
April 18	Eradication: Dream and Reality	<u>Is Inequality Bad for Our Health?</u> vii-33
April 20	Stigma and Controversy in Public Health Today	<u>Is Inequality Bad for Our Health?</u> 37-94
April 22	<u>final quiz in recitation</u>	
May 2	<u>Take-Home Exam Due</u>	